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ABSTRACT

Developed through the Career Options Research and Development (CORD) Project, this report presents, in outline form, a core curriculum for the human services area. Specific objectives of the CORD project were the: (1) application of job analysis to positions in the social and human services, (2) organization of tasks and skills into career sequences accompanied by job descriptions and appropriate wage levels, and (3) development of a curriculum for paraprofessionals leading to the associate of arts degree. To realize these objectives more than 2,000 tasks were inventoried and eventually structured into five-step career ladders for: (1) health, (2) mental health, (3) child development, (4) casework, (5) group work, (6) community organization, and (7) social service administration. Major sections of this report are: (1) Typical/Projected Education/Employment in the Human Services, (2) Scales Developed by CORD in Arriving at Core Curriculum, and (3) Core Curriculum. The section on core curriculum describes the high school core, the certificate core, the associate degree core, and baccalaureate and advanced degree courses. (JS)

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# CORE CURRICULUM FOR HUMAN SERVICES

*September 1971*

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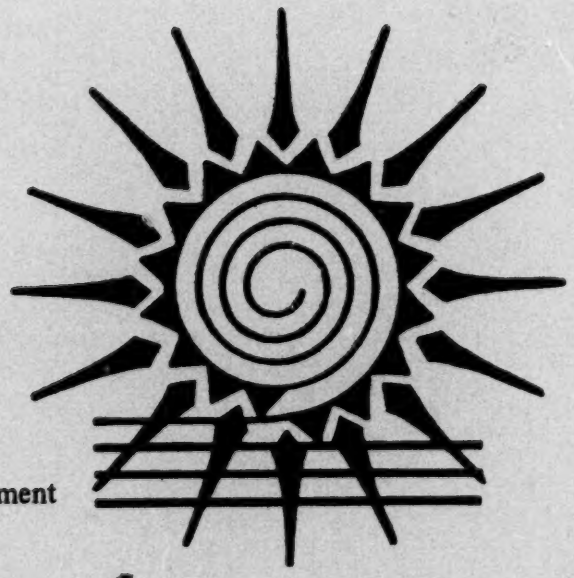

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# CORE CURRICULUM FOR HUMAN SERVICES

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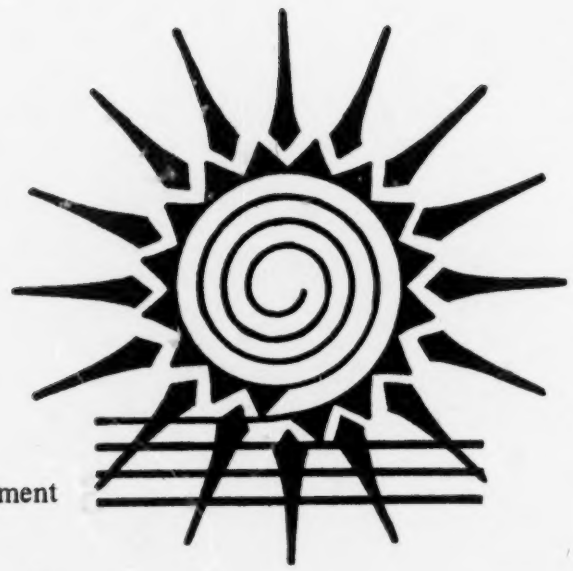

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**CORD**
Career Options
Research and Development

## INTRODUCTION

Career Options Research and Development (CORD) is a special project of the YMCA of Metropolitan Chicago. Formerly known as the Social Service Aide Project, CORD is funded under Section 4(c) of the Vocational Education Act of 1963 through the National Center for Educational Research and Development, U.S. Office of Education. The three-year grant was awarded to the YMCA in consortium with four Chicago-area community colleges. Now in its final year, CORD fulfills some of its research and demonstration functions through sub-contracts with two college systems: Prairie State College and the City Colleges of Chicago.

The objectives, broadly stated, were: (1) application of a systems approach to functional job analysis to positions in the social and human services, (2) organization of tasks and skills into career sequences or hierarchies with job descriptions and appropriate wage/salary levels, and (3) development of a curriculum leading to the AA degree to prepare paraprofessionals for entry positions.

We found that the various occupational scales developed in the World War II boom of industrial reorganization required extensive modification for analysis of human services roles. A task force, composed of college faculty and coordinators and CORD staff, entered sixteen agencies–large and small public and private–to interview and to observe. Well over 2000 tasks were recorded, described, and scaled. The task classifications were inventoried, then clustered into major areas of work. They were further rated for complexity and finally restructured as five-step career ladders in seven functionally-related fields. health, mental health, child development, casework, group work, community organization, and social service administration. Analysis performed later by Prairie State College's Teacher Aide Program indicated that education fitted comfortably as an eighth field. Through the addition of specialized courses, a variety of career lines for paraprofessionals were plotted.

Few of the paraprofessionals now working in social and human services were educated for their jobs. Evidence is accumulating that a high school diploma should be sufficient for many paraprofessional positions–including some now filled by holders of BA and BS degrees, *provided* that specific training is given for these positions. The AA core curriculum can produce more competent paraprofessionals than the current four-year liberal arts programs, and can do it in half the time.

## TYPICAL/PROJECTED EDUCATION/EMPLOYMENT IN THE HUMAN SERVICES

Human services are those private and public services which minister to the needs of people, as individuals or collectives. They include physical health, mental health, welfare, and social services, as well as education, public safety, corrections, child care, and various auxiliary services. Employment entry into the human services currently parallels the levels of "credentials" achieved in the standard educational system, *viz.*, high school diploma, associate of arts degree (and corresponding post-secondary vocational-technical certificates), bachelor of arts/science degree (and corresponding four-year post-secondary certifications and license), master of arts/science degree, and doctorate degrees. A schematic table (Fig. 1) will guide our discussion of the current system.

Fig. 1 Typical System

| Education | Employment |
|---|---|
| PhD | 5 |
| MA | 4 |
| BA | 3 |
| AA | 2 |
| High School or less | 1 ← |

1

Dead end. No job security. Temporary employees, not included in Civil Service. Most employed by Office of Economic Opportunity Community Action Program (War on Poverty) where guidelines of career ladders and released time are disregarded. No relationship between education and human services jobs, with a few exceptions (Licensed Practical Nurse, for example). No horizontal mobility.

| Education | Employment |
|---|---|
| PhD | 5 |
| MA | 4 |
| BA | 3 |
| AA | 2 ← |

2

Dead end. No vertical mobility due to segregation of transfer from career programs. Can take up to ten years (on released time) for degree that guarantees nothing. Low wages. No horizontal mobility due to over-specialization of AA curriculum. Must compete with BA's for jobs.

| Education | Employment |
|---|---|
| PhD | 5 |
| MA | 4 |
| BA | 3 ← |

3

Uniform curriculum. Little preparation for human services careers. Few jobs for graduates, fewer yet for dropouts. Curriculum planners unsure whether graduates should be

well-rounded or well-grounded—they are usually neither. Exclusion of applicants who are low-scorers on standardized exams. Unimaginative teaching methods. Students complain education is irrelevant, and they're usually right.

4

| Education | Employment |
|---|---|
| PhD | 5 |
| MA | 4 ← |

Are recruited from narrow BA stream. Many job openings in traditional services. Poor preparation for most job functions. Concern with prestige, professionalism. Lack of change-orientation in most graduate schools produces students who are either apathetic or radicalized.

5

| Education | Employment |
|---|---|
| PhD | 5 ← |

Graduates go into teaching and/or research (with little work experience outside the academic setting) or into private practice where they become unavailable to students and paraprofessionals needing their guidance. Those who go into human services top levels find education inadequate for most job functions they must perform.

Having damned the current or typical system, what reason do we have to project changes in that system? There are trends . . .

. . . More men are entering human services on all levels. Returning veterans trained in nursing, dental technology, paramedical jobs enter human services. Alternative service brings men into public school teaching. Socially conscious youths major in social welfare in order to change the system. Unemployment in other sectors of the economy force men into any available jobs, often in human services. Public Aid's Work Incentive Program and other public guidelines specify that the first priority is to hire men.

. . . Clients, patients, consumers of human services demand more and better services. Paraprofessionals are not content with dead-end jobs and agitate for career ladders and benefits.

. . . Change-oriented professionals try new approaches. Team approaches gain increasing currency. The National Association of Social Workers decides to admit BA graduates into membership. As professionals begin to re-define their own roles, new paraprofessional jobs are "spun off" in the process.

. . . The welfare rolls increase enormously. Taxpayers demand that recipients be put to work. Day-care services are needed. Employment counseling is needed.

. . . Precipitous growth of junior colleges means more students are engaged in post-secondary education, more lower-middle and lower class students, more middle and low achievers. Whereas a person who had any college education less than the baccalaureate degree used to be regarded as having had "some college", differentiation is now occuring in schools that offer one-year certificate and two-year associate programs.

And there are counter-trends . . .

. . . "Credentialism" continues and is extended willy-nilly. Unskilled jobs "require" a high school diploma. As more BA's are turned out, an MA or PhD becomes the prerequisite for top jobs. Human services employers compete with each other for applicants with long strings of degrees.

. . . State certification and licensing of professionals increases, pushed by professional associations and usually including grandfather clauses which cause further hardening of the career arteries.

. . . Unionization continues to develop among lower and middle level employees. While a necessary step to protect their benefits and interests, the process draws a firm line between the professionals and the nonprofessionals, comparable to management and labor in industrial settings. Public aid caseworkers, mental health workers, public school teachers demand the right to strike, confront the administrators, gather their forces.

. . . Plain old racism, sexism, classism prove to be very persistent.

There is risk in projecting what some slice of future time may show. Wishfull thinking or cynisism can cast a rosy or a dim light on the way ahead. The model seen to be evolving out of the current (typical) system is not an ideal structure. Rather, it is tempered by realism and represents a feasible outcome. A similar table (Fig. 2) guides this discussion.

6

High schools will prepare graduates for trainee positions in a variety of fields. In addition to salary, trainees will be granted released time to further their education. On-the-job training will be accredited. High school education will contain mostly core courses which will permit horizontal mobility into career lines offering opportunities. Also included will be practicum experience in tentatively selected areas of specialization.

Fig. 2 Projected System

| Education | Employment |
|---|---|
| PhD | 10 |
| MA | 9 |
| BA | 8 |
| AA | 7 |
| → High School or less | 6 |

7

Each year counts. Trainees completing the first year of college receive a Certificate and can work at Technician I levels. The second year wins an AA (or corresponding) degree and Technician II level jobs. Credit is granted for work and life experience comparable to core or specialized courses. Core curriculum maximizes horizontal mobility as graduates can move into career lines where opportunity or interest is greatest. Salaries and responsibilities increase with each step up.

| Education | Employment |
|---|---|
| PhD | 10 |
| MA | 9 |
| BA | 8 |
| → AA | 7 |

8

Baccalaureate colleges increase efficiency by offering third-year degrees to students, enabling them to enter employment at the Technologist I level. The fourth year qualifies graduates for the BA (or corresponding) degree and Technologist II positions. Released time is important to workers in achieving these credentials, as are credit for additional work and life experience. Technologists are major implementors in team structures and fulfill some functions in planning, supervision, research, and instruction.

| Education | Employment |
|---|---|
| PhD | 10 |
| MA | 9 |
| → BA | 8 |

9

Training on the post-graduate level is mainly specialized. MA Professionals are team managers. They perform major functions in supervision, training, education, and research. Formal education includes management skills, fund-raising and budgeting, implementation and change, independent practice, in addition to data and concept generation.

| Education | Employment |
|---|---|
| PhD | 10 |
| → MA | 9 |

10

The education of a PhD (and equivalent degrees and licenses) is entirely specialized, preparing the graduate for the most highly skilled and most sophisticated theoretical work. These professionals are team overseers and perform major planning, research, administration, and instructional functions.

| Education | Employment |
|---|---|
| → PhD | 10 |

## SCALES DEVELOPED BY CORD IN ARRIVING AT A CORE CURRICULUM

In detailing new career levels, various scales were adapted to human services functions and characteristics. Originally developed during the Second World War to enable the shift from civilian to military production and to greatly expand production, the scales had to be converted from industrial to human services concepts and concerns, a process which required considerable effort of modification and verification.

The scales have been condensed and further adapted for inclusion in this paper. Included are: (1) GED scales for skills in mathematics, language development, and reasoning ability; (2) Aptitudes scale; (3) Interests scale; and (4) Job Environment (or "Temperaments") scale. The development of articulated curricula (Secondary and Associate Degree) utilized three scales of task functions–People, Data, and Things. Here they are shown in their correspondence to career levels. A summary diagram of education and experience corresponding to career levels conclude this section.

Fig. 3: Summary Figures

| Typical System | | Projected System | |
|---|---|---|---|
| Education | Employment | Education | Employment |
| PhD | Professional | PhD | Professional |
| MA | Professional | MA | Professional |
| | | BA | Technologist II |
| BA | Non-Professional | 3rd Degree | Technologist I |
| | | AA | Technician II |
| AA | Non-Professional | Certificate | Technician I |
| High School or less | Non-Professional | High School or less | Trainee |

Fig. 4: Employment

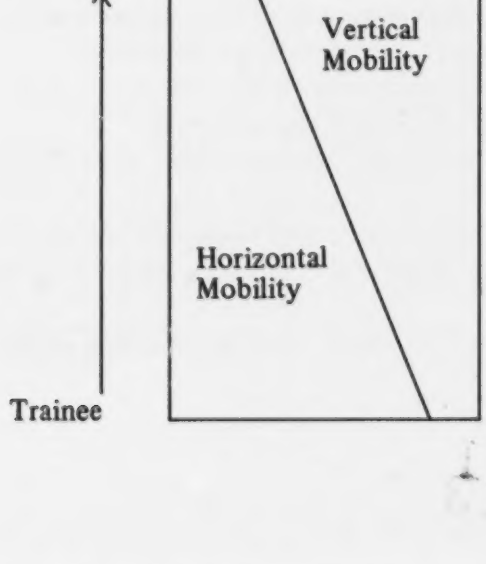
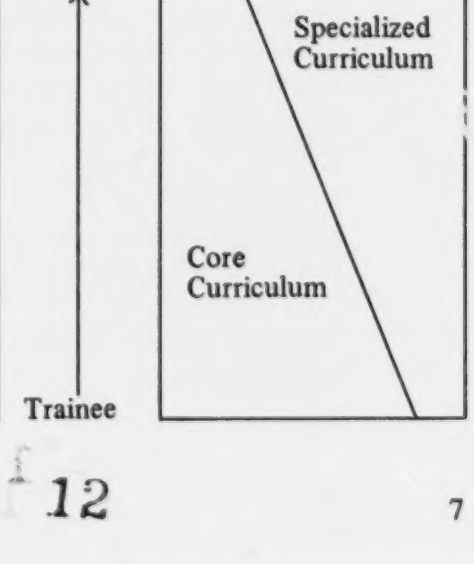



Fig. 5: Education



## GENERAL EDUCATIONAL DEVELOPMENT

Mathematics-Arithmetic Scale

C-1 Counting: Must be able to count four significant figures.

C-2 Addition/Subtraction: Conversant with processes of addition/subtraction of whole numbers of all varieties.

C-3 Multiplication/Division/Fractions: Know how to multiply/divide whole numbers. Work processes of addition and subtraction on common fractions and decimals.

B-1 Fractions/Multiplication/Division: Know how to multiply and divide common fractions and decimals.

B-2 Percentages/Interests/Compounding tax tables/Charts/Graphs/Algebra: Exponents, logarithms, linear equations, quadratics, permutations, combinations.

B-3 Algebra: Fractoring equations having 2 and 3 unknowns. Understand determinants, matrix algebra, circular functions. Plane geometry/Trigonometry/Probability: Product of probabilities, independent probability.

A-1 Plane geometry/Analytic geometry/Trigonometry/Statistics.

A-2 Statistics/Calculus/Differential equations/Modern algebra/Vector analysis.

A-3 Open. Mathematical skills beyond those listed above.

## GENERAL EDUCATIONAL DEVELOPMENT

Language Development Scale

C-1 Writing: Able to print simple sentences, names, addresses, and numbers.

Reading: Can read simple sentences. Vocabulary approximately 2,500 words. Reads comic books, compares work similarities.

Speaking: Speaks simple sentances with reasonable word arrangement and delineation of past and present tenses.

C-2 Writing: Writes simple and compound sentences with interior and exterior punctuation.

Reading: Can read compound sentences with understanding. Reads instructions for carrying out designated operations. Knows how to use a dictionary.

Speaking: Speaks clearly and distinctly with appropriate pauses and emphasis.

C-3 Writing: Writes complex as well as compound sentences, punctuates well, and utilizes perfect and future tenses.
Reading: Can read with understanding complex sentence structure. Vocabulary size of 5,000 to 6,000 words. Can use the dictionary to look up words.
Speaking: Able to speak as above, but incorporating good conventional usages with all tenses.

B-1 Writing: Can write reports, prepare schedules, fill out questionnaires, applications, and other forms.
Reading: Can read magazines, novels, atlases, encyclopedias.
Speaking: Able to give verbal descriptions of a complete nature. Uses clear, understandable English, with well modulated voice before small audiences.

B-2 Writing: Writes business letters and prepares summaries. Makes use of all parts of speech and punctuation. Uses the proper format for preparing work.
Reading: Able to read road manuals, periodicals, etc. Uses a thesaurus and an encyclopedia.
Speaking: Able to give detailed descriptions, instructions, and explanations. Can speak fairly well extemporaneously.

B-3 Writing: Writes descriptive essays and expositions.
Reading: Reads novels, poems, journals with general understanding.
Speaking: Able to speak on a variety of subjects extemporaneously and to engage in dramatics.

A-1 Writing: Writes translation and/or technical reports. Can write songs and/or poetry.
Reading: Can read material in foreign texts. Reads abstracts, reports.
Speaking: Speaks one or more foreign languages and/or specialized languages for handicapped people or animals.

A-2 Writing: Writes argumentative essays, critiques, manuals, journal articles, and speeches.
Reading: Reads scientific journals, financial reports, and legal documents.
Speaking: Able to discuss or debate, deliver lectures or highly developed explanations.

A-3 Writing: Can write novels, non-fictional and technical material, symphonic music, compose journal articles and theoretical works.
Reading: Reads theoretical, political, social, scientific, non-fiction

works.
Speaking: Able to speak well before large audiences on a variety of subjects.

## GENERAL EDUCATIONAL DEVELOPMENT

Reasoning Ability Scale

C-1 Simple one or two step operations performed upon instructions where circumstances or work are non-variable. (*E.g.*, delivers articles, messages; receives, dispenses, loads, unloads, moves people, things; runs machines.)

C-2 Follows complex instructions, with variable circumstances of work. (*E.g.*, stocks supplies, checks stores; guards; cleans; works as aide; relays, sorts records; accompanies; brings food; installs simple equipment; runs machines.)

C-3 Supervises or instructs lower C level as well as coordinates their function with one another and with higher levels of operation. Supervises above mentioned functions by directing goods, equipment, and people. Controls and organizes work terms.) *E.g.*, runs play groups, social activities; life-guards; polices; carries out tactical instructions; repairs simple equipment; runs machines.)

B-1 Collects, copies, arranges data or materials entering into the structure or exiting from it. (*E.g.*, cler,, survey clerk, runs machines; arranges outings, social functions; receptionist, interviewer, cashier.)

B-2 Codes, installs sophisticated equipment; compiles, classifies incoming and outgoing information, material, and people. Computation begun. Does computer coding; makes graphs, charts; processes information, tests. (*E.g.*, nurse, therapist, mechanic, electrician, carpenter, technician, musician, secretary.)

B-3 Supervises all lower B levels and C-3 supervisors. On this level information or data is verified, conclusions drawn, decisions made, and directions issued. Here also, any computations are completed. Supervises all above. (*E.g.*, runs work teams; guides work and study groups; figures costs, taxes, accounting; programs computers; runs social workshops; director, group worker, investigator.)

A-1 Translates data from language to language, or system to system. Reports or extracts are prepared and issued. Mode of presentation decided upon and designed. Representations of data prepared and



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issued. Plans from above carried out. (*E.g.*, interpreter, writer, composer, commercial artist, reader, psychiatric social worker, social worker, teacher.)

A-2 Data is subjected to some analysis, calculations, and computations. Manipulations of a sophisticated variety are carried out upon it. Information is extracted from data, and new relationships drawn. Exploratory operations are carried out on problems and data. Plans are completed. (*E.g.*, engineer, chemist, mathematician, statistician, doctor, psychologist, physicist.)

A-3 Final manipulations are performed. Data analyzed, synthesized, and interpreted in a finalized manner. New ideas and symbols are fomulated and created. Definitions are fixed and all lower levels are supervised. Plans are formulated. (*E.g.*, psychiatrist, theoretical scientist, architect, research scientist, city planner.)

## Aptitude Scale

The aptitude scale and definition are as they appeared in the WOAFC report (Wisconsin Occupational Analysis Field Center, "Job Restructuring," (Wisconsin State Employment Service, Research and Program Development Bureau, December, 1968). CORD has made only one slight modification. In the report, a number code from 1 through 5 was provided to indicate the degree or level of aptitude required for a given task. CORD has modified and trimmed this rating scheme as follows:

0 Not significant.

1 Low: Specific aptitude requirement below average.

2 Medium: Specific aptitude requirement average.

3 High: Specific aptitude requirement higher than found or expected in general population.

Numerical ratings are intended for observational use and quick assessment by the interviewer. Specific capacities and abilities required of an individual in order to learn or perform a task or job duty adequately are as follows:

G Intelligence: General learning ability. The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgments. Closely related to doing well in school.

V Verbal: Ability to understand meanings of words and ideas associated with them and to use them effectively; to comprehend language, understand relationships between words, and understand meanings of whole sentences and paragraphs; to present information or ideas clearly.

N Numerical: Ability to perform arithmetic operations quickly and accurately.

S Spatial: Ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems. Frequently described as the ability to "visualize" objects of two or three dimensions or to think visually of geometric forms.

P Form Perception: Ability to preceive pertinent detail in objects or in pictorial or graphic material; to make visual comparisons and discriminations and see slight differences in shapes and shapings of figures and widths and lengths of lines.

Q Clerical Perception: Ability to perceive pertinent detail in verbal or tabular materials; to observe differences in copy, to proof-read words and numbers, and to avoid perceptual errors in arithmetic computation.

K Motor Coordination: Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; to make a movement response accurately and quickly.

F Finger Dexterity: Ability to move the fingers and manipulate small objects rapidly or accurately.

M Manual Dexterity: Ability to move the hands easily and skillfully; to work with the hands in placing and turning motions.

E Eye-Hand-Foot Coordination: Ability to move the hand and foot coordinately with each other in accordance with visual stimuli.

C Color Discrimination: Ability to perceive or recognize similarities or differences in colors, or in shades or other values of the same color, to identify a particular color, to recognize harmonious or contrasting color combinations, or to match colors accurately.

## INTEREST SCALE

This scale has been much modified over that appearing in the WOAFC report, the latter involving ten listed items arranged in parts which were supposed to be opposites. In CORD's view the necessity of such an arrangement was unproved, and we were not at all convinced of the opposing nature of the items listed in most pairs.

Our own scale involves twenty-three items. CORD's attempt has been to make each entry count for one specific interest in an approximately

exhaustive list, leaning somewhat in the direction of the social service fields. All entries bearing asterisks are CORD's own additions. All entries bearing crosses are modifications of WOAFC entries.

Interests or preferences for certain types of work activities, situations or experiences pertain to the following scale: The letter L is recorded with a dashed listing of the particular interest factors: As L-4-21-22 would be interest scale entries 4, 21, and 22.

+1 Interest in activities with things and objects.
(Machinist, carpenter, tabulator, stock boy, etc.)

*2 Interest in responsibility.
(Supervisor, doctor, military officer, policeman, driver, etc.)

*3 Interest in limited responsibility.
(File clerk, loader, packager, inductee, etc.)

+4 Interest in business contact.
(Executive, manager, financial clerk, etc.)

+5 Interest in technical activities.
(Accountant, analyzer, statistician, actuary, electrician, photographer, etc.)

*6 Interest in manipulation of people.
(Policeman, group worker, marriage counselor, psychiatric social worker, psychiatrist, commissioned officer, advertising creator, etc.)

*7 Interest in working with information and/or data.
(Statistician, actuary, accountant, scientist, engineer, clerk, census taker, social investigator, social surveyor, dietician, etc.)

*8 Interest in low-level involvement with people.
(Receptionist, guide, guard, usher, cashier, games instructor, coordinator, sales clerk, ticket agent, etc.)

*9 Interest in medium involvement with people.
(Interviewer, observer, accompanying, testing, occupational therapist, controller, parole officer, nurse, etc.)

*10 Interest in high-level involvement with people.
(Teacher, counselor, caseworker, commissioned officer [military], clergyman, etc.)

*11 Interest in intensive involvement with people.
(Actor, actress, clown, acrobat, stuntman, director, musician, singer, cinematographer, photographer, magician, games instructor, game therapist, writer, composer, etc.)

*12 Interest in work with animals.
(Animal caretaker, farmer, trapper, veterinarian, zookeeper, naturalist, forest ranger, zoologist, etc.)

*13 Interest in abstract or creative activities.
(Theoretical scientist, artist, composer, author, photographer, cinematographer, philosopher, architect, psychiatrist, psychologist, etc.)

*14 Interest in mechanical or practical activities.
(Applied scientist, engineer, pilot, mechanic, electrician, carpenter, occupational therapist, pharmacist, doctor, lawyer, nurse, etc.)

*15 Interest in activities of high risk.
(Demolitions worker, acrobat, paratrooper, frogman, astronaut, policeman, youth worker [gangs], prison guard, surgeon, pilot, psychiatrist, spy, soldier, steelmill worker, etc.)

+16 Interest in communications and dissemination of information.
(Radio announcer, newsman, reporter, entertainer, commercial artist, writer, progagandist, politician, therapist, teacher, etc.)

*17 Interest in problem solving.
(Architect, scientist [applied], engineer, city planner organizer, counselor, doctor, consultant, social worker, diplomat, etc.)

*18 Interest in research or discovery.
(Scientist-researcher or theoretician, explorer, prospector, social scientist, spy, criminologist, counselor, doctor, etc.)

*19 Interest in controlling activities.
(Executive, manager, supervisor, military officer, policeman, politician, propagandist, advertising creator, psychiatrist, social worker, etc.)

*20 Interest with a preference for interpreting information.
(Interpreter [language], research analyst, scientist, critic, artist, composer, author, cinematographer, advertising consultant, psychologist, etc.)

*21 Interest in planning.
(City planner, architect, group worker, counselor, family planning counselor, organizer, etc.)

*22 Other (list separately).

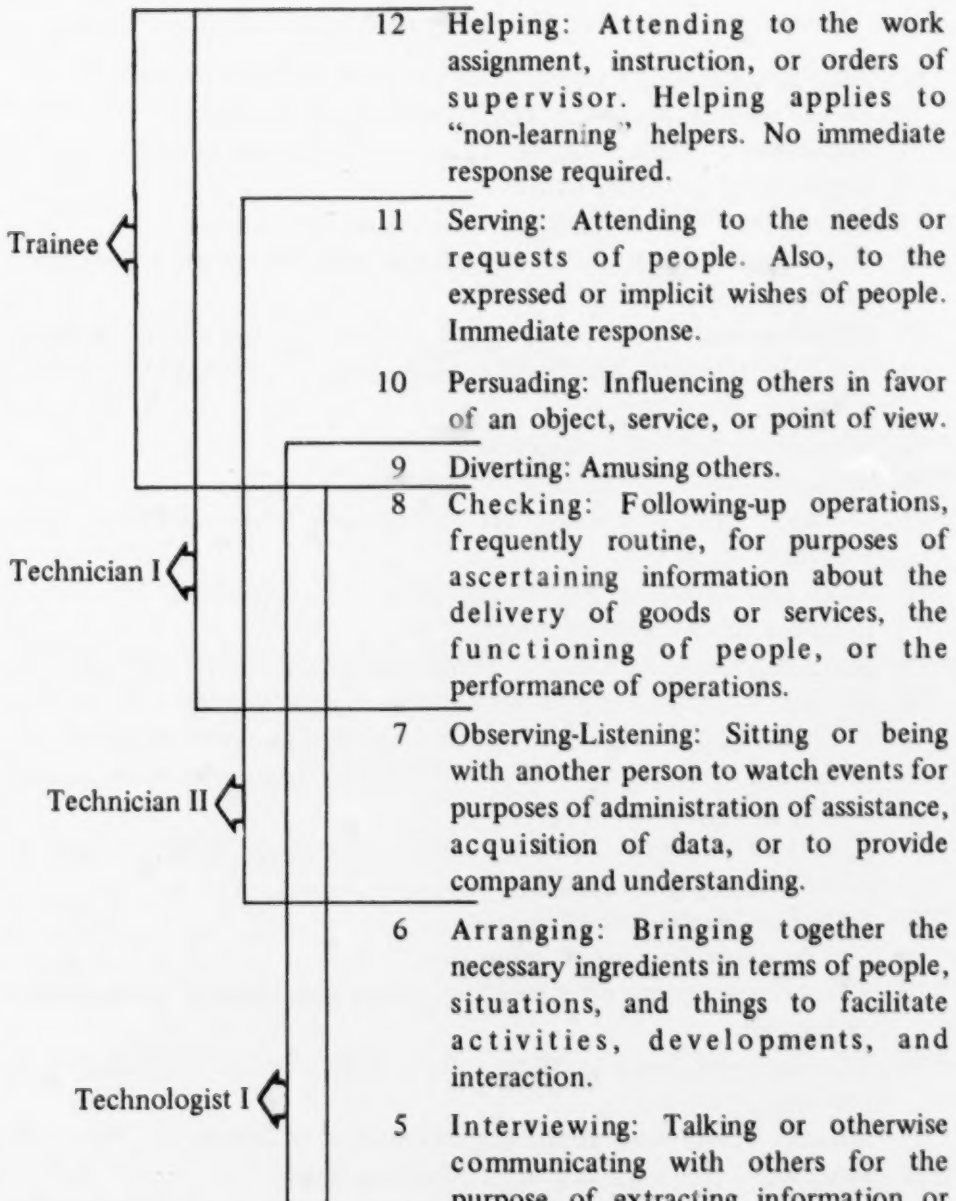
Job Environment Scale

The job environment scale describes specific situations relative to a job within which a worker would have to adjust himself and exist. This scale represents a modification of the WOAFC "Temperaments" scale. CORD has expanded the scale to about the WOAFC size. The scale is intended to be as exhaustive as possible with each entry representing a specific environment factor. All asterisked entries are those of our own introduction. All crosses

indicate our modification of WOAFC scales. Unmarked entries were taken directly from the WOAFC report. Scale use: The letter J is listed with dashed numbers for each entry which is applied to the task under study.

+1 Situations entailing a variety of duties. Many tasks to perform.
*2 Situations of little change. Task fixed, little or no change.
+3 Situations of frequent change. Tasks not fixed, great variance.
+4 Situations of repetitive nature.
+5 Situations of short operations in predetermined patterns.
+6 Situations under specific instructions; little room for independent action or judgment.
*7 Situations with few guidelines; great lattitude for individual judgment.
+8 Situations that involve directing, controlling, or planning the activities of others.
+9 Situations involving working alone.
*10 Situations involving working with groups.
*11 Situations involving extracting information from people or other sources.
12 Situations involving influencing people in opinions, attitudes, or judgments about ideas or things.
+13 Situations requiring adequate performance under stress and high risk.
14 Situations involving evaluation (arriving at generalizations, judgments, or decisions) of information against sensory or judgmental criteria.
15 Situations involving the evaluation of information against measurable or verifiable criteria.
16 Situations involving the interpretation of feelings, ideas, or facts in terms of a personal viewpoint.
*17 Situations involving work indoors.
*18 Situations involving work outdoors.
*19 Situations involving work assisting others with external or situational difficulties.
*20 Situations involving assisting others with internal and adjustment problems.
*21 Situations involving transmitting information to others.
*22 Situations involving giving instructions to others.
*23 Situations involving providing supporting functions and services for others.
*24 Other (list separately).

## Functions Relating to People


Trainee
Technician I
Technician II
Technologist I
Technologist II
12 Helping: Attending to the work assignment, instruction, or orders of supervisor. Helping applies to "non-learning" helpers. No immediate response required.
11 Serving: Attending to the needs or requests of people. Also, to the expressed or implicit wishes of people. Immediate response.
10 Persuading: Influencing others in favor of an object, service, or point of view.
9 Diverting: Amusing others.
8 Checking: Following-up operations, frequently routine, for purposes of ascertaining information about the delivery of goods or services, the functioning of people, or the performance of operations.
7 Observing-Listening: Sitting or being with another person to watch events for purposes of administration of assistance, acquisition of data, or to provide company and understanding.
6 Arranging: Bringing together the necessary ingredients in terms of people, situations, and things to facilitate activities, developments, and interaction.
5 Interviewing: Talking or otherwise communicating with others for the purpose of extracting information or evaluating a particular or generalized circumstance.
4 Supervising: Determining and interpreting work procedures for a group of workers, assigning specific

duties to them, maintaining relations among them, and promoting efficiency.

3 Instructing: Teaching subject matter to others through explanation, demonstration, and supervised practice.

2 Negotiating: Exchanging ideas, information, and opinions with others to formulate concerted policies, programs, or models of action.

1 Mentoring: Dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual, and/or other professional principles.

Professional

0 Therapy: Administration of various forms of physical or mental assistance through well developed principles, procedures, and techniques.

**Functions Relating to Data**

10 Composing: Judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of Data, People, or Things.

Trainee

9 Copying: Transcribing, entering, or posting data.

8 Computing: Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them. Does not include counting.

Technician I

7 Compiling: Gathering, collating, or classifying information about Data, People, or Things.

Technician II

6 Translating: Placing information into a different language or a more desirable form to facilitate improved communication.

Technologist I

5 Coding: Transferring data and other information into some numerical or pictographic symbolism in order to facilitate swift computation and analysis.

4 Organizing: Bringing together various data, things and/or structures in order to produce some activity or concerted action and attain some definite results.

Technologist II

3 Analyzing: Examining and evaluating data. Presenting alternative action in relation to analysis may be involved.

2 Coordinating: Determining time, place, and sequence of operation or action to be taken on the basis of analysis of data; executing determination and/or reporting an event.

Professional

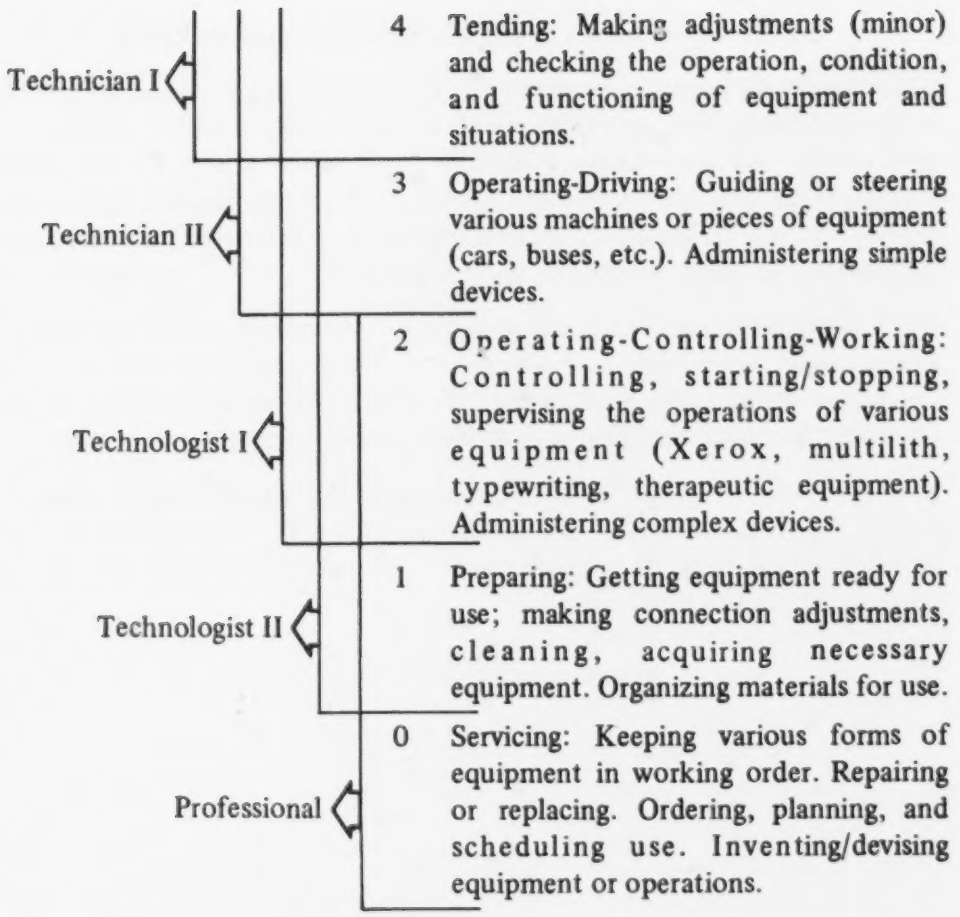
1 Planning: Looking into the future; foreseeing needs, services, situations before they arrive and making the necessary arrangements to provide the structures, activities, and things to meet the needs. Providing the direction in which activities, functions, structures are moving.

0 Synthesizing: Integrating analysis of data to discover facts and/or develop knowledge.

**Functions Relating to Things**

Trainee

5 Handling: Using body, members, handtools to work, move, and carry object or materials.


Technician I
Technician II
Technologist I
Technologist II
Professional
4 Tending: Making adjustments (minor) and checking the operation, condition, and functioning of equipment and situations.
3 Operating-Driving: Guiding or steering various machines or pieces of equipment (cars, buses, etc.). Administering simple devices.
2 Operating-Controlling-Working: Controlling, starting/stopping, supervising the operations of various equipment (Xerox, multilith, typewriting, therapeutic equipment). Administering complex devices.
1 Preparing: Getting equipment ready for use; making connection adjustments, cleaning, acquiring necessary equipment. Organizing materials for use.
0 Servicing: Keeping various forms of equipment in working order. Repairing or replacing. Ordering, planning, and scheduling use. Inventing/devising equipment or operations.

## CORE CURRICULUM

In the design of both high school and AA degree courses, we have indicated teaching methods and devices which do not require the prerequisite of literacy. It is CORD's thesis that literacy training, now ususally presented as supplemental instruction to the great many students lacking literacy skills, need not be a prerequisite for human services courses and can, indeed, come about as a by-product of them. The schools and colleges using the CORD curriculum have erred by trying to put new wine in old bottles, that is, by trying to teach important skills, knowledge, and self-development through the old media: lecture methods, reading assigned materials, and writing reports. It doesn't work. Teachers who have taken the time and effort to develop new teaching devices have been rewarded by greater learning, maturity, and self-esteem on the part of their students.

## Section I: Courses for High School Diploma/GED

This curriculum produces readiness for entry into human services education at the collegiate level or employment at the Trainee level. In addition to career skills and knowledge, graduates should have achieved some basic literacy skills and sense of identity, as well as an appreciation for human dignity and worth. Upwardly mobile persons should have begun to develop the capacity to think, to analyze, and to create.

While no entry requirements are set for the core courses, a minimum age of fifteen years is recommended to assure a certain degree of maturity. No upper age limit has been established. Persons suffering from deterioration due to senility may be excluded from classes as requested by instructors.

Students wishing to take traditional courses in the sciences, math, religion, foreign languages, history, and civics beyond the GED requirements should enroll simultaneously in local or private high schools, or may sign up for programmed instructional units.

CORE COURSE Community Problems and Resources I

DESCRIPTION Overview of psycho-social problems in various local communities and of the community organizations and institutions set up to deal with them.

TOWARD High School Diploma/GED

BACKGROUND REQUIRED None

KEY SUBJECTS COVERED
- Poverty in urban areas.
- Typology of agencies, organizations and institutions.
- Ethnographic history.
- Class structure and politics.

SPECIAL FEATURES AND BENEFITS
- Course begins with bus tour of city.
- Subsequent classes meet in eight different locations in a variety of communities.
- Beginning skills in graphic analysis through development of maps and overlays.
- Class is taught jointly by a sociologist and an urban planner.

CORE COURSE Human Relations Training

DESCRIPTION Personal experience with group self-awareness exercises, honest communication, and effective listening skill.

TOWARD High School Diploma/GED

BACKGROUND REQUIRED None

KEY SUBJECTS COVERED
Concepts of group dynamics.
Decisive experiments.
Community building dynamics.
Sensitivity.
Identity.

SPECIAL FEATURES AND BENEFITS
Experiential learning, T-groups.
Course begins and ends with weekend sessions. Supplementary individual counseling as needed.
Course is taught by experienced trainers with assistance of human services trainees.

COURSE Human Services Communication

DESCRIPTION Interview skills, report writing, public relations, and promotion.

TOWARD High School Diploma/GED

BACKGROUND REQUIRED None required; literacy is helpful.

KEY SUBJECTS COVERED
- Types of interviews in human services.
- Forms and report formats.
- Communication in staffings.
- Internal and external communication.
- Relations with media.

SPECIAL FEATURES AND BENEFITS
- Simulation and games, role-playing.
- Practice with forms and written formats.
- Oral reports.
- Press releases.
- Exposure to office machines and procedures.
- Non-verbal communication exercises.
- Audio-visual presentations; practice in use of simple charts and graphs.

EXPANDED CORE COURSE Organizational Analysis

DESCRIPTION Analysis of community resource organization from viewpoints of human relations experience and formal organizational theory.

TOWARD High School Diploma/GED

BACKGROUND REQUIRED Basic core or equivalent in human relations training and experience with community problems and resources.

KEY SUBJECTS COVERED
Theories of social organization.
Delivery systems.
Social change.
Policy and Legislation.
Reference groups.

SPECIAL FEATURES AND BENEFITS
Guest lectures, including legislators.
Field trips.
Role-playing.
Experience in interest group tactics.

EXPANDED CORE COURSE Community Problems and Resources II

DESCRIPTION Intensive study of psycho-social problems and community organizations and institutions in one neighborhood or racial/ethnic community.

TOWARD High School Diploma/GED

BACKGROUND REQUIRED Basic core or equivalent

KEY SUBJECTS COVERED Individual or joint study of history, characteristics, living styles, structure, and problems of single communities.
Research tools and techniques.

SPECIAL FEATURES AND BENEFITS
- Interviews with residents and community resource personnel.
- Library research.
- "Discovery Reports" of progress.
- Human Services trainees serve as coaches to individual students needing technical help, e.g., in construction of questionnaires.
- Class will attend selected "ethnic" celebrations and ceremonies.

EXPANDED CORE COURSE Practicum in Human Services

DESCRIPTION On-the-job experience in a human services setting with direct supervision. Classroom feedback and discussion.

TOWARD High School Diploma/GED

BACKGROUND Basic Core or equivalent. May be substituted by current or recent employment experience in human services setting.

KEY SUBJECTS COVERED

- Tools, techniques, methods used in specific settings.
- Comparison of approaches, attitudinal factors.
- Bureaucratization, trends in organization.
- Introduction to management skills.

SPECIAL FEATURES AND BENEFITS

- Practicum can be arranged on work/study basis to provide reimbursement as needed.
- Practicum time may be divided between more than one setting if students are unsure of career direction.
- Experience and exposure to career lines can be judged objectively through class discussions.

| | |
|---|---|
| SPECIALIZATION COURSE | Courses are available in each of the career lines. |
| DESCRIPTION | Students are encouraged to take a variety of specialized courses to permit horizontal mobility in line with both educational and employment options. |
| TOWARD | High School Diploma/GED |
| BACKGROUND | Basic Core or equivalent |
| KEY SUBJECTS COVERED | Human growth and development.<br>Psychology<br>Sociology.<br>Ethnic studies.<br>Health sciences.<br>Others. |
| SPECIAL FEATURES AND BENEFITS | Problem-solving approaches.<br>Simulation, lab experiences, role-playing.<br>Individual or group study.<br>Exercises and experiments. |

## Section II: Courses for First Year Certificate and AA Degree

These curricula provide readiness for entry into human services education at the junior level of baccalaureate education or employment at the Technician I and II levels. While a high school education (diploma or GED) is presupposed, it is not a necessary requirement for mature students and those with experience in human services occupations. Community activities and other life experience of sufficient quality and quantity can substitute for work or formal education. The designations of "first" or "second" year of the AA curriculum do not imply that the courses and practicum experience should be completed within any limited period of time.

| | |
|---|---|
| CORE COURSE | Introduction to Human Services |
| DESCRIPTION | Focuses on contemporary systems of human services in the developed countries. An overview of human service careers in the United States, the tasks and qualifications as well as projected manpower needs of each. |
| TOWARD | Certificate or first year of AA degree program |
| BACKGROUND REQUIRED | None |
| KEY SUBJECTS COVERED | Private and public structures.<br>Historical development of key aspects.<br>Competing philosophies of service.<br>Career lines in the United States.<br>Roles and commitments of human service workers. |
| SPECIAL FEATURES AND BENEFITS | One-way mirrors used for observation of human services workers at work in social service and mental health settings.<br>Guest lecturers from other countries.<br>Tours at selected human service settings.<br>Spring semester class attends National Conference on Social Welfare. |

| | |
|---|---|
| CORE COURSE | Community Resources |
| DESCRIPTION | Problem-oriented course explores structure of local community with focus on local governments. Consumer rights and legal aspects also receive special attention. |
| TOWARD | Certificate or first year of AA degree program |
| BACKGROUND REQUIRED | None |
| KEY SUBJECTS COVERED | City, county, and state government structures and functions.<br>Intergovernmental relations.<br>Basic civil rights law.<br>Administrative procedure law.<br>Ecological concerns and the consumer. |
| SPECIAL FEATURES AND BENEFITS | Observation of courts, fire, and police operations.<br>"Complaints" are brought to consumer bureaus and agencies; processing is followed and evaluated.<br>Discussions with representatives of welfare rights organizations, major polluter industries, county hospital, and Legal Aid Society.<br>Role-play of "advocacy hearings" between clients and consumers on one side and various human service purveyors on the other. |

CORE COURSE Techniques of Organization and Decision-Making

DESCRIPTION Covers theories of organization, conflict, and change; models of decision-making.

TOWARD Certificate or first year of AA degree program

BACKGROUND REQUIRED None

KEY SUBJECTS COVERED
- Management by objectives.
- Cost-benefit analysis.
- Program evaluation.
- Patterns of organization, authority, communication.
- Planning and decision-making.

SPECIAL FEATURES AND BENEFITS
- Development of over-lays to conceptualize organizational structure.
- Experiments and exercises illustrate division of labor, leadership, communication patterns, cooperation and conflict.
- Students develop decision trees beginning with human services problems.

| | |
|---|---|
| CORE COURSE | Communications in Human Services I |
| DESCRIPTION | Covers the listening, writing, basic math, and simple mechanics of communications in human services. |
| TOWARD | Certificate or first year of AA degree program |
| BACKGROUND REQUIRED | Literacy |
| KEY SUBJECTS COVERED | Effective listening.<br>Forms and procedures.<br>Report writing, kinds of reports, summaries, and evaluations.<br>Media: mimeo, photocopy, tape, film, photography.<br>Simple math and statistics. |
| SPECIAL FEATURES AND BENEFITS | Several class meetings are conducted by Xerox Corporation.<br>Role-play of forms and procedures section.<br>Students complete individual projects ranging from case histories to film production.<br>Reading skills are tested and fostered. Individual coaching where indicated—reading, writing, typing, other technical skills. |

EXPANDED CORE COURSE Group process

DESCRIPTION Course attempts to engender insights into human transactions and interactions and to sharpen skills for working with groups.

TOWARD Certificate or first year of AA degree program

BACKGROUND REQUIRED Two or more CORE courses

KEY SUBJECTS COVERED
Principles of group dynamics.
Intra- and inter-group behavior.
Groups in human service work.
Roles of human service workers in groups.

SPECIAL FEATURES AND BENEFITS
Micro-lab setting.
Verbal and non-verbal feedback.
Research and field work.
Observation of various kinds of groups.
Students attend meetings of city council, housing authority board, professional associations, and PTA and report to class on effectiveness of interactions relative to task achievement.

EXPANDED CORE COURSE Field Practicum

DESCRIPTION Student placement in human service settings, including current employment, with detailed job descriptions of work students are expected to perform. Classroom feedback and discussion.

TOWARD Certificate or first year of AA degree program

BACKGROUND REQUIRED None. Students who have had some of the Core courses are likely to benefit more.

KEY SUBJECTS COVERED
- Tools, techniques, methods used in specific settings.
- Philosophy of service, in theory and application.
- Comparison of different settings.
- Evaluation of services provided.

SPECIAL FEATURES AND BENEFITS
- Students are paid for their work at minimum Trainee level.
- Development and demonstration of skills on the job.
- Practicum supervisors are involved in some classroom feedback and discussion sessions.

EXPANDED CORE COURSE Interviewing Techniques

DESCRIPTION A "mini-course" to develop basic skills in a variety of interview situations; dyads, couples, families, other groups.

TOWARD Certificate or first year of AA degree program

BACKGROUND REQUIRED None. It is recommended that students have taken two or more Core courses.

KEY SUBJECTS COVERED
Purposes of interviews.
How to ask questions.
Probing.
Schedules, forms, questionnaires, polls, recording devices.
Evaluation.

SPECIAL FEATURES AND BENEFITS
Practice and self-assessment.
Video-tapes of class sessions for evaluation.
Individual projects.
Interviews with "professional interviewers."
Negative examples in human services.
Special cases: emergencies, language problems, children, disabled, criminal suspects, trying circumstances.

SPECIALIZATION COURSE Courses are available in each career line

TOWARD Certificate (one-year), Associate of Arts (two-years), or equivalent licences and certification (LPN, COTA, LEA, TA, etc.)

BACKGROUND REQUIRED Two or more core courses

CORE COURSE Human Biology I

DESCRIPTION Course covers anatomy and physiology of human beings and includes study of disease, nutrition, and principles of health.

TOWARD AA degree or equivalent licenses and certification

BACKGROUND REQUIRED None

KEY SUBJECTS COVERED

Anatomy.
Human physiology.
Degenerative, infectious, congenital diseases.
Treatment of disease.
Nutrition.

SPECIAL FEATURES AND BENEFITS

Many audio-visual aids are used in place of lecture methods.
Framework of general systems theory is used to organize the course, so students learn some basic systems concepts as well.
Field trips to human service settings provide both negative and positive examples.

CORE COURSE Human Growth and Development

DESCRIPTION Course follows the human life cycle from womb to tomb.

TOWARD AA degree or equivalent licenses and certification

BACKGROUND REQUIRED None

KEY SUBJECTS COVERED
- Genetics; conception; prenatal development.
- Birth; neonatal period.
- Preschool; middle years; adolescence.
- Early adulthood; middle age; old age.
- Developmental tasks; stresses of each age.

SPECIAL FEATURES AND BENEFITS
- Discussion of many related topics: marriage, work, nature/nurture, basic human needs, minority groups, class variations, role theory.
- Students do individual reports in the style they select: autobiography, poetry, fiction, film, case studies, exploration of one life stage, etc.

| | |
|---|---|
| CORE COURSE | Social Problems |
| DESCRIPTION | Problem-solving approach to contemporary social problems starting with basic concepts of psychology, sociology, economics, and political science. |
| TOWARD | AA degree or equivalent licenses and certification |
| BACKGROUND REQUIRED | None |
| KEY SUBJECTS COVERED | Definitions of society, disorganization, deviancy.<br>Roots and symptoms of problems, individual and group.<br>Problem solving: identification, techniques, evaluation.<br>Legal and political aspects. |

EXPANDED CORE COURSE Communications in Human Services II

DESCRIPTION Practice-oriented course covers purposes, processes, problems, and methods of communications in the human services.

TOWARD AA degree or equivalent licenses and certification

BACKGROUND REQUIRED None

KEY SUBJECTS COVERED
Formal/informal communications.
Verbal/nonverbal expression.
Structured communication.
Gaps, bars, problems in communication.
Methods and applications.

SPECIAL FEATURES AND BENEFITS
Illustrations from the complete range of human services career lines.
Demonstration and practice.
Acquaintance with "jargon" used in various settings of human services.

EXPANDED COURSE Human Biology II

DESCRIPTION Course emphasizes preventive medicine, health care, and emergency treatment.

TOWARD AA degree or equivalent licenses and certification

BACKGROUND REQUIRED None

KEY SUBJECTS COVERED
- Care of infants.
- Care of children.
- Care of adults.
- Emergency care.
- Diagnostic checks.

SPECIAL FEATURES AND BENEFITS
- Practice and experience in everything from bathing an infant to first aid treatment of bullet wounds.
- Observation of emergency room procedures at local hospitals.
- As a class project, students help to staff a community health center on a 24-hour/day basis.

| | |
|---|---|
| CORE COURSE | Physical Education and Recreation |
| DESCRIPTION | A series of developmental games and techniques useful to human services practitioners in their various settings. |
| TOWARD | AA degree or equivalent licenses and certification |
| BACKGROUND REQUIRED | None |
| KEY SUBJECTS COVERED | Techniques of self defense.<br>Exercises and low level games.<br>High level games and team sports.<br>Theater games; dances; musical games. |
| SPECIAL FEATURES AND BENEFITS | Students learn *to do* as well as learn *about* physical education and recreation for therapeutic and leisure ends. Special attention is given to populations with unique needs: ill or disabled, elderly, incarcerated, etc.<br>Students survey and evaluate the facilities and programming available locally. |

EXPANDED CORE COURSE Creative Activities

DESCRIPTION Creative Activities for self-expression, instruction, group recreation, and therapeutic purposes.

TOWARD AA or equivalent licenses and certificates

BACKGROUND REQUIRED None

KEY SUBJECTS COVERED
Arts.
Crafts.
Theater: drama, puppetry, music.
Multi-media presentations.
Story telling.

SPECIAL FEATURES AND BENEFITS Dual emphasis on self-expression and interpretation. Students "try out" experimental techniques with various populations--day camp participants, aged, other students.

EXPANDED CORE COURSE Abnormal Psychology

DESCRIPTION A grounding in current concepts and approaches with emphasis on their inadequacies. The course encourages ground-breaking toward better methods.

TOWARD AA or equivalent licenses and certificates

BACKGROUND REQUIRED None

KEY SUBJECTS COVERED

Classic concepts of Abnormal Psychology.
"Normal, Average, Typical, Adjusted."
Preventive therapy and Cummunity Mental Health.
Common tests and scales.
Current and experimental therapy approaches.

SPECIAL FEATURES AND BENEFITS

While most helpful for mental health and social service aides, abnormal psychology has proved to be of interest to people in all fields.
Development of behavioral definitions, new tests and scales. Students learn current jargon and learn not to rely on it.

## Section III: Courses for Third year certificate and BA degree

Less description is given of courses on these upper levels. Although literacy is expected, no less attention should be given to imaginative and career-oriented instruction. Completion of approximately 90 credit hours qualifies students for the Technologist I level of career entry, and 120 credit hours for the Technologist II level.

TECHNOLOGIST I AND II CORE COURSES

| General Education | Vocational-Technical Core |
|---|---|
| Business/Creative Writing | Methods of Social Research |
| Managerial Statistics | Communications |
| Science and Technology | Human Relations |
| Political Sociology | Systems of Human Service Delivery |
| Human Ecology | Human Growth and Development |
| Educational or Social Psychology | Behavior Modification |
| Contemporary Philosophy | Field Practicum* |
| Modern U.S. History | |
| Music or Art Appreciation | |
| Theory of Economic Development | |
| 32-34 credit hours | 16-18 credit hours |

*Six hours of field practice per week, plus 3 hours in seminar

Technologist I and II Expanded/Supportive
Core (14-16 credit hours)

Casework (option)
Case Study and Evaluation
Guidance and Counseling
Behavior Modification
The Client System
Field Practicum

Consumer Service (option)
Consumer Protection
Legal Aid
Social Welfare
Community/Social Control
Field Practicum

Child Development (option)
Early Childhood Development
Institutional Care
Learning Theory
Creative Guidance Techniques
Field Practicum

Corrections (option)
Social Disorganization
Social Rehabilitation
Courts and Corrections
Behavior Modification
Field Practicum

Community Organization (option)
Principles and Methods of Community Organization
Consumer Economics
Community Planning and Development
Community (Social Control)
Field Practicum

Education (option)
Systems Approach to Curriculum Development
Teaching Methods
Vocational Guidance and Counseling
Audio-Visual Instruction
Field Practicum

Group Work (option)
Group Process
Group Theory
Behavior Modification
Guidance and Counseling
Field Practicum

Family Service (option)
Modern Family Structure
Approaches to Family Life Programs and Services
Family Planning
Guidance and Counseling
Field Practicum

Health Service (option)
Public Community Health
Treatment Methods
Organization of Health Delivery Systems
Preventive Medicine
Field Practicum

Human Service Administration (option)
Human Relations
Formal Organization
Project Management
Employee Relations
Field Practicum

Legal Aid (option)
Constitution and Civil Liberties
Legislative Action
Legal Research
Consumer Protection
Field Practicum

Mental Health (option)
Community Mental Health
Therapeutic Methods
Projective Techniques
The Client System
Field Practicum

Senior Citizens Service
Social/Cultural Gerontology
Geriatrics as a Profession
Creative Activities
Program Development and Review
Field Practicum

Human Services Research (option)
Quantitative Methods
Qualitative Analysis
Action Research and Evaluation
Experimental Design and Analysis
Field Practicum

Insurance (option)
Actuarial Statistics
Demography
Human Growth and Development
Gerontology
Field Practicum

Law Enforcement (option)
Social Disorganization
Constitution and Civil Liberties
Legal Aspects of Law Enforcement
Courts and Law Enforcement
Field Practicum

Urban Development (option)
Urban Ecology and Human Resources
Demography
Inter-Group Relations
Planning and Development
Field Practicum

Youth Service
Youth Culture
Youth Service as a Profession
Outreach Methodology
Program Development and Review
Field Practicum

## Section IV: Courses for Professional, Master's Degree

The Courses recommended here qualify students for Professional entry levels in human services. The curriculum is career-oriented and includes the skills and knowledge areas uncovered in the task analysis as professional tasks. Current MSW and MA curricula rarely include these task-areas. A total of 30 credit hours is projected.

PROFESSIONAL (MASTER'S DEGREE) COURSES

Career Option in Education/Training/Administration

Theory
- Social Policy/Legislation and Administration
- Contemporary Human Problems and Issues
- Theory of Organization

Practice
- Personnel Adminstration
- Fiscal Management
- Staff/Manpower Development

Tools
- Managerial Statistics or Accounting
- Systems Analysis
- Management Methods

Thesis or Special Project

Career Option in Research/Therapeutic/Clinical/Experimental Program

Theory
- Principles of Psychotherapy
- Contemporary Schools of Psychology
- Seminar on Learning/Motivation/Perception

Practice
- Group Dynamics/Theory
- Counseling and Guidance
- Testing and Evaluation
- Projective Techniques

Tools
- Behavioral Modification/Intervention
- Systems Analysis

Thesis or Special Project